EDUC 2301 Introduction to Special Populations

EDUC 2301. Introduction to Special Populations. (3-3-1)

The course provides an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic, and academic diversity and equity with an emphasis on factors that facilitate learning. It provides students with opportunities to participate in early field observations of Primary-12th Grade special populations. Prerequisite: EDUC 1301.

INSTRUCTOR:

Name: Lara Pauley
Phone Number: 903-983-8292
Office: KC Early Childhood Center (upstairs)
Office Hours: vary by semester
E-Mail: lpauley@kilgore.edu

Required Text:


Course Rationale:

An enriched, integrated pre-service course and content experience that:
1) Provides an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity, and equity with an emphasis on factors that facilitate learning;
2) Provides students with opportunities to participate in early field observations of P-12 special populations;
3) Course content should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards;
4) Course must include a minimum of 16 contact hours of field experience in P-12 classrooms with special populations.

Student Learning Outcomes:

After studying the material presented in the text and online, the Learner should be able to complete all behavioral/learning objectives listed below with a minimum competency of 70% on exams and tests.

1. Describe special education and inclusive schooling. (1,2,4,5,6,7,8)
   Artifacts: Project, Critical Thinking 1 & 4, Test 1, Final Exam
2. Define various learning disabilities, communication disorders, pervasive developmental disorders, emotional and behavioral disorders, developmental disabilities, visual impairments, physical disabilities, health impairments, and other special learners. (1,2,4,5,6,7,8)
Artifact: Project, Critical Thinking 3 & 4, Test 3, Final Exam

3. Identify techniques for teaching culturally and linguistically diverse students. (1,2,4,5,6,7,8)
Artifact: Project, Critical Thinking 2, Test 2, Field Experiences

4. Identify techniques for teaching at-risk and gifted-and-talented students. (1,2,4,5,6,7,8)
Artifact: Project, Test 2, Field Experiences

5. Describe the characteristics of a variety of special learners. (1,2,4,5,6,7,8)
Artifact: Critical Thinking 3 & 4, Test 3, Final Exam

6. Describe how various special learners are identified and assessed. (1,2,4,5,6,7,8)
Artifact: Project, Test 1, Test 3, Final Exam

7. Identify instructional techniques and accommodations for special learners. (1,2,4,5,6,7,8)
Artifact: Project; Critical Thinking 1, 2, & 4; Test 1; Test 2; Test 3; Final Exam; Field Experiences

8. Describe planning and grouping strategies for special learners. (1,2,4,5,6,7,8)
Artifact: Project, Critical Thinking 1 & 4, Test 1, Test 2, Test 3, Final Exam, Field Experiences

9. Identify techniques to manage student behavior and promote social acceptance of special learners (1,2,4,5,6,7,8)
Artifact: Critical Thinking 1, 2, & 4, Test 1, Test 2, Test 3, Final Exam, Field Experiences

SCANS competencies are: (1) Reading, (2) Writing, (3) Arithmetic or Mathematics, (4) Speaking and Listening, (5) Thinking Skills, (6) Personal Qualities, (7) Workplace Competencies, (8) Basic Use of Computers.

EVALUATION:

Students will be evaluated on both classroom and field experience performance. The following evaluation activities added together for a possible 600 points total:

- Project (100 points)
- Class Tests (4 @ 25 points each)
  (Reading Connections averaged plus Chapter Focus Questions averaged will count as 4th test grade)
- Class Participation and Professionalism (100 points)
- Critical Thinking Assignments (4 @ 20 points each)
- Field Experience Assignments (12 @ 10 points each)
- Final Exam (100 points)

540 - 600 total points = 90-100% = A Exceptional work
480 – 539 total points = 80-89% = B Good work, above average
420 – 479 total points = 70-79% = C Adequate, okay work
360 – 419 total points = 60-69% = D Inadequate, marginal work
0 – 359 total points = 0-59% = F Poor work

POLICIES:

**Very Important Information**

As a requirement for this course, you will be completing field experience assignments that will require you to observe children in Pre-K through 12th grade. You will complete two observations at the Kilgore College Early Childhood Center on campus and all others will be completed at assigned Kilgore Independent School District (KISD) campuses. **Upon arrival at each KISD campus for each visit, you will be required to submit your Texas Driver’s License or state ID so that the district can complete a criminal history background check on you. You are required to follow the KISD Employee Dress Code when visiting any KISD campus.**

**SUBMISSION OF ASSIGNMENTS:**

Unless otherwise noted, all assignments are to be submitted through eLearning.

**MICROSOFT WORD:**

There are a variety of word processing software programs available. This course requires that all work be completed using Microsoft Word. The icon for Microsoft Word looks like this: ![Microsoft Word Icon]

This software is available on the KC library computers and the computers in the computer labs in both Kilgore and Longview. Assignments completed in other software programs (Notepad, Works, Word Perfect, etc.) **WILL NOT** be accepted. Assignments returned for resubmission due to incorrect software will be considered late.

**WHEN ABSENT FROM CLASS:**

Students who miss class are responsible for making up missed work. Also, the individual student is responsible for obtaining class notes and assignments from a fellow student. Handouts used during class missed will be available from the instructor.

**LATE WORK:**

*ALL* assignments will be considered late if not received via eLearning by midnight on the due date.

- All late assignments will be penalized after midnight on the due date. If you are one day to six days late submitting an assignment, the highest possible grade you will be eligible for is 90%, seven to thirteen days 80%, and fourteen to 20 days late is 70%. If the
assignment is submitted following the three week grace period, a grade of 50% may be given for the assignment at the instructor’s discretion.

- Instructor may reduce penalty for late assignments for EXTREME circumstances such as hospitalization, death of immediate family member, etc.

**Attendance:**

Students should read the Kilgore College attendance policy in the *Kilgore College Catalog* and should be aware that an instructor may drop a student from the class as a result of excessive absences (12.5% of the total hours of instruction in any term – i.e., equivalent of 2 weeks of instruction in the fall/spring semesters). The dates for withdrawal and the related grades are also listed in the catalog. Absences after the excused number will result in the following deduction of points from the Professional and Participation Grade: 4 points per absence and 2 points for arriving late to class.

**Academic Honesty**

- Students should read the Academic Honesty Statement in the *Kilgore College Catalog* to be aware of potential penalties associated with academic dishonesty.

Each instructor reserves the right to make modifications in content and schedule as necessary to promote the best education possible within the prevailing conditions affecting this course.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Due</th>
<th>To Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductory Matters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Chapter 1</td>
<td><strong>YouTube Video Assignment</strong> (find link to video in eLearning)</td>
<td></td>
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<tr>
<td>3</td>
<td>Chapter 2</td>
<td><strong>Critical Thinking Assignment #1</strong></td>
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<tr>
<td>4</td>
<td>Chapter 3</td>
<td></td>
<td>Log 1 hr. @ ECC</td>
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<tr>
<td>5</td>
<td>Test 1: Chapters 1-3</td>
<td>Review course project</td>
<td>Log 1 hr. @</td>
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<tr>
<td>6</td>
<td>Chapter 4</td>
<td><strong>Field Experience 1</strong></td>
<td>Log 1 hr. @</td>
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<tr>
<td>7</td>
<td>Chapter 5</td>
<td><strong>Critical Thinking Assignment #2/FE 2</strong></td>
<td>Log 1.5 hr. @</td>
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<tr>
<td>8</td>
<td>Chapter 6</td>
<td><strong>Field Experience 3</strong></td>
<td>Log 1 hr. @</td>
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<tr>
<td>9</td>
<td>Test 2: Chapter 4-6/Ch 7</td>
<td><strong>Field Experience 4</strong></td>
<td>Log 1hr. @</td>
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<tr>
<td>10</td>
<td>Chapter 8</td>
<td><strong>Critical Thinking Assignment #3 /FE 5</strong></td>
<td>Log 1hr. @</td>
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<tr>
<td>11</td>
<td>Chapter 9</td>
<td><strong>PROJECT PORTFOLIO/FE 6</strong></td>
<td>No Field Experience</td>
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<tr>
<td>12</td>
<td>Test 3: Chapters 7-9 /Ch.10</td>
<td></td>
<td>Log 1.5 hr. @</td>
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<tr>
<td>13</td>
<td>Chapter 11</td>
<td><strong>Critical Thinking Assignment #4 /FE 7</strong></td>
<td>Log 1.5 hr. @</td>
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<tr>
<td>14</td>
<td>GT/Poverty Effects</td>
<td><strong>Field Experience 8</strong></td>
<td>Log 1.5 hr. @</td>
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<td>15</td>
<td>Test 4: Chapters 10-12</td>
<td><strong>Field Experience 9</strong></td>
<td>No Field Experience</td>
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In addition to the 15 hours noted on this calendar, you will need to attend one hour of a professional development activity. Examples of these could include, but are not limited to, attending one of the following: a parent meeting, PTA meeting, staff meeting at a school, school board meeting, ARD meeting etc. If you would like to do something that is not on this list, please check with Mrs. Pauley for approval **before** you attend!